Earth and Atmospheric Science Department Tenure Guidelines

TEACHING

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

GUIDELINE TO ACHIEVE TENURE: In their narrative, the tenure candidate must explain their approach to teaching relating to the following aspects of teaching:

1. Design of courses and contribution to curriculum development;
2. Integration of scholarly activities and knowledge into teaching;
3. Use of technology to facilitate student learning; and
4. Use of assessment results to improve their courses when appropriate.
5. The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate.
6. The faculty member has SRI's (student review of instruction) using the approved form for all academic year classes with 5 or more students or when less than 5 students, they are evaluated according to departmental guidelines.
7. A single summative peer observation is also required for evaluation for tenure.

The tenure candidate should reflect on their growth in teaching through the probationary period.

Given the typical full teaching load in the Earth and Atmospheric Science Department, which often includes laboratory or computer intensive courses, it should be noted that teaching is the most highly valued and critical area of performance.

Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	**Needs Improvement:** Minimum requirements and/or Standards for Content Expertise have not been met.
	1. Faculty member has not designed the course consistent with the department's and college's expectations, and does not use departmental required course materials. Little attention is given to instructional design and delivery to facilitate student learning. Faculty does not contribute significantly to the review of departmental courses and programs.
	2. No demonstration that courses are regularly updated with new information. Little connection is demonstrated between scholarly activities and course content.
	3. Minimal incorporation of technology that is available and appropriate to the discipline and course level.
	4. Assessment to improve the course is not well developed, and the faculty member does not complete the assessment required by the general studies program.
	5. Faculty member does not maintain regular office hours and makes multiple mistakes when advising students. Faculty member does not advise an adequate number of students. Faculty member does not keep an advising log or use online technology.
	6. Classes are not evaluated using SRI's or the pattern of SRI's remains substantially below the prefix average.
	7. Faculty lacks summative peer observation by or within the 5th year of probation or the observation does not demonstrate sound pedagogy to support student learning.

Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.	**Meets standards**: 1. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi. For all sections taught, the tenure candidate designed their course in accordance with the official course syllabus, meeting departmental and college expectations including student learning outcome expectations. Faculty member contributes to evaluation and redesign of departmental curriculum. 2. Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning. 3. Faculty incorporates available and appropriate computer and laboratory technology into courses; for most courses, the use of technology goes beyond using PowerPoint, accessing web pages, and electronic submission of assignments. 4. Faculty demonstrates evidence of using course and program assessment results to improve courses. Assessment of general studies courses comply with departmental and college requirements. 5. Faculty thoroughly and accurately advises students, using professional knowledge and contacts when possible. Faculty member keeps a thorough record of advising sessions, either through a written advising log or the use of online technology (BANNER Tracking or BANNER Relation Module). Writes reference letters for students seeking employment or admission to graduate school. 6. SRI's are compared to same level courses (lower or upper division) within the prefix. Tenure candidate's SRI's are consistently near or above the prefix average for same level

	course. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary.
	7. Summative peer observation addresses strong pedagogy to facilitate student learning.

Scholarly Activities

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

GUIDELINE TO ACHIEVE TENURE: Tenure candidate must demonstrate in their portfolio narrative and annotated C.V. that they have made one or more contributions to their discipline that have been peer reviewed. The candidate must also demonstrate that they have developed professionally during the probationary period. It should be noted that a typical full teaching load in the Earth and Atmospheric Science department, which may include laboratory or computer intensive courses, leaves scholarly activities as a lesser weighted area of performance than teaching due to the heavy time commitment to teaching.

Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT**: During the tenure probationary period, the faculty member does not meet the criteria for "Meets Standards." During the period leading up to tenure review, the faculty member has made minimum progress towards a scholarly work or has not developed professionally. This includes completing a minimal number of the examples that appear below.

Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS**: During their probationary period the tenure candidate has had a first authored or significant contribution to a co-authored disciplinary or pedagogical work accepted in a peer-reviewed publication (i.e. journal article, book chapter, edited national or international conference paper). Additionally, they have had an oral or poster presentation of their scholarly work accepted for a presentation at a professional conference or workshop. Also, a successful candidate will have developed in a manner that is common to their profession over the probationary period.

Scholarly and professional development activities common to the academic profession include:

- Attending local, national, or international disciplinary, specialized industry, or pedagogical conferences, meetings, workshops, or field training excursions, even if not presenting;

- Attending certification or training classes that will result in additional opportunities to train students in the classroom;

- Applying for or securing internal or external funding for research, teaching, or equipment;

- Supervising undergraduate research that results in a presentation or publication;

- Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter;

- Developing networking connections with local research institutions (NREL, NCAR, NOAA, INSTAAR, etc.);

- Incorporating research into active learning classroom activities;

	- Participating in consulting activities that enhance professional development and teaching;
	- Organizing/co-organizing or chairing/co-chairing a conference session that involves reviewing and choosing submissions;
	- Developing computer applications, software, or videos for courses;
	- Collecting and gathering data for research and/or teaching purposes; and/or
	- Keeping abreast of pedagogical and content issues and changes in the discipline.

SERVICE

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or college level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.

GUIDELINE TO ACHIEVE TENURE: Tenure candidate must demonstrate in their narrative that they have participated in shared governance and other service at the college, and used their disciplinary or professional expertise to make a contribution to their professional organizations or the community outside the college.

Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT:** During the tenure probationary period, the faculty member does not meet the criteria for "Meets Standards". The faculty member has made minimum progress in the area of service to the Department, the School and/or the College, or the Outside Community.

| **Meets Standards:** This performance level demonstrates the minimum required accomplishments for a faculty member. | **MEET MEETS STANDARDS**: During the tenure probationary period, the faculty member demonstrates he or she has made significant contributions in shared governance and other service to the Department, School and/or College and within their disciplinary organization(s) or contributions using their disciplinary expertise to the community outside of the College. These contributions must be ongoing and relevant. While these contributions often take the form of significant committee work, they may also include such activities as maintaining departmental laboratories and equipment.

Examples of service activities that meet standards might include the following:

• Participating in Departmental committees of shared governance;

• Participating in School, College or Campus wide committees;

• Maintaining and/or enhancing teaching or research facilities for the Department, School and/or College;

• Membership in advisory boards of professional journals;

• Membership in special committees of professional organizations;

• Occasional reviewer for a national research grant funding institution;

• Occasional reviewer of submissions to professional journals;

• Membership in local, statewide or national community organizations that relate to field of expertise; and/or

• Enhancing facilities for the Department, School and/or College. |